“IF WE TEACH TODAY’S STUDENTS AS WE TAUGHT YESTERDAY’S, WE ROB THEM OF TOMORROW.” John Dewey

FACULTY LEARNING COMMUNITY IN CULTURAL INTELLIGENCE
CALL FOR PARTICIPATION:

FOCUS AND PURPOSE OF LEARNING COMMUNITY:

• Development of a set of skills and cultural competencies that underlie effective cross cultural teaching that prepares students to meet the demands of the 21st Century workplace and the responsibilities of democratic citizenship.
• Development of culturally intelligent content, practice, and pedagogy in our classrooms.
• Development of pedagogical best practices for addressing controversial social issues in the classroom.
• Development of interdisciplinary relationships and community.
• Development of pedagogical best practices for understanding and addressing the relationship between local and global issues and imperatives in our classrooms.
• Development of Best Practices Document, workshops, conference papers, and possible publication of findings.

EXPECTATIONS AND RESPONSIBILITIES: The success of the learning community will depend on the level of commitment of the participants. We invite applications from the humanities, visual and performing arts, social sciences, education, library, nursing, liberal studies, business, and the physical sciences to participate in a welcoming learning environment. The more diverse our perspectives, the richer our discourse, findings, and conclusions will be.

INSTITUTIONAL IMPERATIVES/RESULTS OF DIVERSITY MAPPING DATA
Cal State San Marcos is situated in a border region and our student body is highly diverse. **Further, 85% of our graduates will remain living and working in the North County region.**

The Diversity Mapping data recently collected by Halualani and Associates revealed that a significant number of faculty on this campus have requested more training in cultural intelligence/proficiency and in dealing with controversial topics both in, and outside, the college classroom. Further, the data reveal that many faculty members are interested in developing strategies for incorporating more culturally relevant course materials.

The need for understanding the relationship between the local and global and the need to develop strategies for understanding how the two are now inexorably linked in our curriculums was also mentioned in the data.

Membership in this Faculty Learning Community will provide theories, knowledge and tools to address these regional, local, national and global imperatives in our classrooms.

**WHO SHOULD APPLY?**

Faculty from any discipline and of any rank/status interested in developing a more culturally relevant curriculum and pedagogy are encouraged to apply.

**LEARNING COMMUNITY OUTCOMES and EXPECTATIONS OF PARTICIPANTS:**

The goals of this year-long project are:

1) Design a more culturally intelligent and inclusive curriculum and pedagogy. Each faculty member will develop a specific pedagogical strategy/tool/practice relevant to their discipline/interest.

2) Creation of an “Inter-Disciplinary Cultural Competencies Best Practices” document.

3) Our findings will be presented at a campus symposia and workshops including the Faculty Center Teaching Expo. This document will allow the campus community to benefit from and build on our work.

4) Publication of our work/findings in an appropriate academic journal (optional.)

**HOW WILL FACULTY BE SELECTED?**

- Application demonstrates specificity of the method, challenge, concern, or student engagement practices they would like to develop or explore.
- Application clearly articulates interest in the faculty learning community and themes of reimagining courses and student engagement in relation to cultural competency and intelligence.
- Diverse representation within the FLC (ideally we would like to include faculty from all colleges and ranks).
Applications from individuals who have not yet participated on the FLC will be given priority.

TO APPLY:

Fill out the application at the following link:


In your application of approximately (300-500 words) please include:

- Overall reason for interest
- Course(s) you would like to target
- Issues/areas of student engagement you would like to improve in relation to cross cultural competency.
- Any specific techniques in teaching diverse students cultural competent practices you would like to learn more about.

For Priority Consideration: Applications are due on May 21st; however, in order to ensure diversity of disciplines and ranks in the Faculty Learning Community membership, applications will be accepted on a rolling basis until September 1st.

TIME COMMITMENT:

The learning community will meet every three weeks for 2 hours in the Fall and Spring Semester. Times & Venue TBD.

COMPENSATION:

Faculty will be awarded $500 for profession development or as a stipend. The money will be awarded at the end of the school year.

WHY CULTURAL INTELLIGENCE? Today our students face a world that is highly complex and culturally diverse. As educators we are expected to acquire expertise in transmitting curriculum and structuring the classroom for optimal learning (Moule, 2013). Culturally intelligent curriculum provides our students with the analytic tools to deal with ambiguity and conflict and the ability to think critically in a wide variety of communicative contexts. This learning community is based on the premise that, as faculty members, we have the power and the responsibility to create conditions for student retention and success across our campus. Indeed, as a result of the growing demographic of historically underrepresented groups, perhaps for the first time in history, we are at a critical crossroad – the success of diverse college students is tied to our collective social and economic wellbeing as a nation (Harris & Bensimon 2007; Moule, 2013). Research indicates that teaching in diversity and multicultural sensitivity across disciplines can reduce prejudice, transform students’ perspectives and is positively
correlated with workplace readiness (Enberg et al., 2007; Denson, 2009). Curricular and pedagogical practices that enhance cultural competency serve all our students by attending to the experiences of differences among and across our student population (Harper & Hurtado, 2007; Museus & Maramb, 2011; Museus et al., 2008). Multiculturally relevant content and pedagogical practices in the arts, business, education, STEM, and the social and physical sciences promote social equity and develop theories and skills for lifelong learning, critical for participation in democratic societies, innovation, and workplace satisfaction and success.

Workplace Competencies in Industry and Science: Today many Fortune 500 companies list the ability to deal with difference and complexity as one of their top three skills sets (for a more detailed review see http://diversityofficermagazine.com/cultural-competence/what-is-cultural-competence-how-is-it-measured/). Workplace cultural competency has been described as the ability and willingness of individuals and organizations to embrace, integrate, and appropriately apply workplace processes, policies, and interactions. The result is improved understanding and development of the organizational environment, capabilities, and services. In the sciences, cultural intelligence is attached to lifelong learning, described as necessary for innovative work, and critical for instilling rigorous intellectual habits. These knowledge and skill sets lead to self-directed, informal, and creative thinking within the field. There is much research to support the development of a more multiculturally relevant content and pedagogy in these areas in order to meet the challenges of the 21st century workforce.

Promotion of Social Equity/Pluralistic Ideals of Democratic Citizenship: Our nation is currently in a state of crisis. Racial, ethnic, and gender issues continue to challenge us to find ways to quell a growing state of tension in our communities, nation, and world. Cross cultural intelligence requires that we examine our own positionalities and begin to find creative solutions to these problems that divide us. Postsecondary education does not and cannot exist in a socio-political vacuum. As faculty, we must find ways to address the tensions across differences on our campus and in society in ways that will allow our students to develop critical consciousness, tools for engagement, and the motivation to use their knowledge and skills to improve the quality of life for all. After reflecting on our own social, cultural, and economic positions and attachments, the learning community will examine best practices for addressing controversial social issues in the classroom in ways that lead to effective dialogue and understanding across difference in our classrooms. Additionally, we will explore how to deal with “hot topics” that can emerge spontaneously in our classes. We will examine how we ensure that all of our students feel validated and respected during times of emotional tension, conflict, and division.
References


Wells, Kim. R. “How to Choose a Company that is Culturally Competent.” Graduating Engineer Online. 1 September 2003. Available at: graduatingengineer.com/feature/09-01-03f.html

SUGGESTED READINGS:


